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ABSTRACT

This book is intended to help faculty who teach college freshmen to understand their students, present effective teaching practices, and provide practical suggestions for dealing with the special challenges presented by freshmen. Part 1 portrays freshmen, examining high school influences that shape expectations and habits; attitudes, values, and goals of entering freshmen; demands of adjusting to freshman life; and research on student development and learning styles. Part 2 describes teaching practices that both challenge and support freshmen. It discusses the goals of freshman courses, syllabus preparation, meeting the first class, techniques for helping freshmen learn from lectures, getting students involved in class, making assignments, evaluating student learning, and grading. Part 3 explores some of the special challenges of teaching freshmen. It offers techniques for reducing student anonymity, increasing involvement, and evaluating learning in large classes; suggests strategies for advising freshmen and providing individual, personal support; and addresses the need to reinforce the development of basic skills in reading, writing, mathematical reasoning, and critical thinking. Contains over 150 references. (JDD)

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